

Turnaround Principles	Possible Interventions
<p>Turnaround Principle 1: School Leadership Ensure principal has the ability to lead the turnaround effort.</p> <p>Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget</p>	<ul style="list-style-type: none"> <li>• Replace the school principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> <li>• Provide the principal with a mentor from a high-performing school</li> <li>• Redesign school leadership structure to provide appropriate operational flexibility</li> <li>• Provide leadership support district-wide</li> <li>• Provide leadership team with PD on conducting teacher evaluations and increasing time in classrooms</li> </ul>
<p>Turnaround Principle 2: School Climate and Culture Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p> <p>Provide social-emotional and community-oriented services/supports.</p>	<ul style="list-style-type: none"> <li>• Utilize a behavior interventionist</li> <li>• Establish a school-wide research based positive behavioral interventions and support system</li> <li>• School-wide program to eliminate bullying or promote tolerance</li> <li>• Create a system of wrap-around student services</li> <li>• Implement PBIS system – develop PBIS team, provide training for PBIS team and all staff, designate a staff member as PBIS/School Culture Climate lead.</li> <li>• Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families</li> <li>• Engage community partners to provide wrap-around services for students and families</li> </ul>
<p>Turnaround Principle 3: Effective Instruction Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p> <p>Provide high quality, job-embedded professional development.</p>	<ul style="list-style-type: none"> <li>• 8-Step Process</li> <li>• Formative Assessment Development and Training (e.g., Acuity)</li> <li>• On-going professional development targeting best instructional practices determined by classroom walk-thru data, teacher observation data and student achievement data</li> <li>• Teachers intentionally communicate learning objectives to students which are aligned to Indiana's College and Career Ready Standards</li> <li>• Instructional Coaches</li> <li>• Adjust schedule to include extra minutes per week outside of the school day for required teacher collaborative planning time and professional development</li> <li>• Implement a system of peer support and assistance to foster the needs of educators</li> </ul>

## 1003(a) Turnaround Principle Intervention Menu

	<ul style="list-style-type: none"> <li>• Hire instructional coaches to support educators who serve special populations</li> <li>• Provide “Institutes” (on-going training throughout the year on specific areas of teacher development – differentiated for staff need)</li> <li>• Substitute teacher training (training for substitute teachers while classroom teachers are out of school for all day PD sessions)</li> </ul>
<p>Turnaround Principle 4: Curriculum, Assessment, and Intervention System</p> <p>Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted.</p>	<ul style="list-style-type: none"> <li>• School leaders verify the curriculum being delivered is aligned to the Indiana College and Career Ready Standards by frequent Classroom walk-throughs and reflective feedback to teachers.</li> <li>• Conduct a Curriculum Audit</li> <li>• Interventionist</li> <li>• Instructional coach lesson modeling</li> <li>• Create an intervention plan for students who are behind academically</li> <li>• Tier 2 and Tier 3 Intervention, specifically for students two or more years behind academically</li> </ul>
<p>Turnaround Principle 5: Effective Staffing Practices</p> <p>Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p> <p>Provide high quality, job-embedded professional development.</p>	<ul style="list-style-type: none"> <li>• Replace ineffective teachers and staff</li> <li>• Ensure the school leader has the authority to hire his/her teachers and staff</li> <li>• Revise the schedule to create time for professional learning communities</li> <li>• Create hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work.</li> <li>• Ensure ineffective teachers are not assigned or reassigned to the Priority School</li> <li>• Provide staff with appropriate professional development to enable them reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting.</li> <li>• Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations</li> <li>• Implement a comprehensive induction program for new teachers</li> <li>• Provide additional resources in classrooms via teacher grants or rewards</li> <li>• Provide staff with leadership opportunities</li> <li>• Provide staff with professional development reading and literature</li> </ul>

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<p>Turnaround Principle 6: Enabling the Effective Use of Data</p> <p>Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data</p> <p>Use data to implement an aligned instructional program; promote the use of data to inform and differentiated instruction</p>	<ul style="list-style-type: none"> <li>• Utilize a data coach</li> <li>• Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)</li> <li>• Create a system-wide approach to tracking school data and individual student data</li> <li>• Analyze formative and summative assessments to respond to student academic, behavioral, and social needs</li> <li>• Implement benchmark system district wide</li> <li>• Invest in research-based progress monitoring and remediation resources</li> <li>• Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring</li> <li>• Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core</li> </ul>
<p>Turnaround Principle 7: Effective Use of Time</p> <p>Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</p>	<ul style="list-style-type: none"> <li>• Restructure the academic schedule to increase core content or remediation time</li> <li>• Revise the schedule to create tutoring or extended learning time</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff</li> <li>• Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps</li> <li>• Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically</li> <li>• Provide extended learning time before/after/ summer/weekend school enrichment and/or intervention programs</li> <li>• Hire interventionists to work with students scoring below level in key content areas</li> <li>• Hire instructional coach to supplement classroom teachers and provide and deliver cross-curricular coaching and instruction</li> </ul>
<p>Turnaround Principle 8: Effective Family and Community Engagement.</p> <p>Provide an ongoing mechanism for family involvement in school decision making and understanding student progress.</p>	<ul style="list-style-type: none"> <li>• Utilize a community or family liaison</li> <li>• Create a process to involve family members in school decision-making</li> <li>• Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support</li> <li>• Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring</li> <li>• Engage community partners to provide wrap-around services for students and families</li> </ul>